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AUTHOR Ieske, Gary; Frederickson, Steve
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ABSTRACT

This report focuses on the field test initiated to substantiate the utility and application of previously developed staff development needs assessment instruments and their use. These instruments were intended for use by practicing and pre-service vocational education administrators. (A preliminary report documenting instrument design and development and pilot testing is available--see note.) Discussion concerns revisions suggested by pilot test participants, solicitation of field test participants (39 vocational education administrators), and feedback and followup. A section is devoted to development of a feedback format capable of providing summary information to the individual user. Appendixes, amounting to approximately two-thirds of the report, include (1) Staff Development Planning Sheet, (2) Staff Development Needs Assessment for Vocational Education Administrators Instruments, (3) Field Test Information Sheet and Questionnaires, (4) Sample Detailed Feedback Data, (5) Summary Feedback Information, (6) Summary Feedback Computation Rules and Guidelines, and (7) Field Test Feedback and Process Evaluation Form. (YLB)

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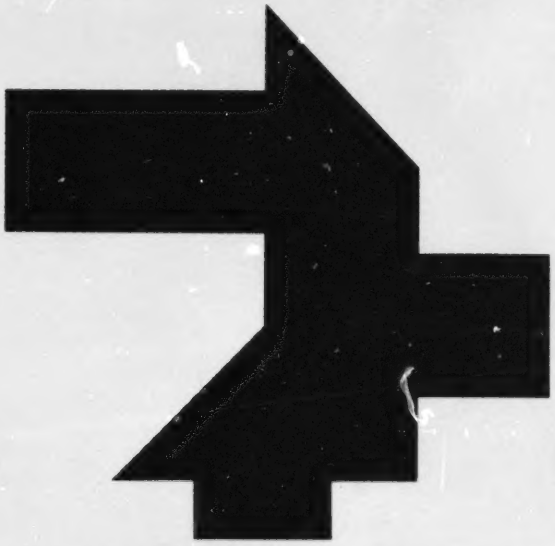
Needs Assessment for Vocational Education Administrators:

an evolving system for staff development decision making

Field Test Report

by Gary Leske and Steve Frederickson



Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

June 1980

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ACKNOWLEDGEMENT

As this staff development project continues, it is again important to thank the numerous individuals who have given their time to this study. The validity sought in the development of materials and process required the continuous scrutiny of practitioners in the field. All of this inspection was provided by volunteers from various Minnesota vocational education administration associations who gave their time freely and generously at request. It is sincerely hoped that the end products of the study will reimburse in part the time that was donated. Special thanks are directed to the 39 administrators who actually participated in this field test.

Any project of this type requires the necessary "sages" to keep things on course. George Copa and Brandon Smith have continued to serve in this role and also provide encouragement as appropriate. Their contribution has been invaluable.

Finally, appreciation is extended to Conny Rime, Judy Stangl, and Ron Wallace who provided the numerous drafts, re-drafts, and compilations necessary to the project.

ABSTRACT

This report continues to chronicle the efforts of the Minnesota Research and Development Center for Vocational Education (MRDC) in the development of a working process of staff development needs assessment for vocational education administrators. The focus is the field test initiated to substantiate the utility and application of previously developed needs assessment instruments and their use. The preliminary report (Leske and Frederickson, 1979) documented instrument design, development, and the pilot test of the needs assessment process. It is recommended that readers review the preliminary report prior to reading this report.

The purpose of the field test was to investigate the workability of a total staff development process for vocational education administrators. Recommendations of pilot test participants and MRDC staff members were incorporated into the assessment instruments and the design of a feedback format used to help users identify staff development objectives.

Volunteers for the field test were solicited from practicing Minnesota vocational education administrators. Results indicate that the needs assessment instruments and process are comprehensive in scope and offer objective staff development decision making information to the user. Some problems were encountered in the interpretation of feedback information by individual administrators. It is suggested that future use of the materials include a more detailed introduction session to first time users of the process along with an interpretation meeting coordinated with the reception of the needs assessment feedback package.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	iii
ABSTRACT	v
PROJECT INFORMATION	1
Introduction	1
Pilot Review	1
FIELD TEST PROCEDURE	3
Preliminary Considerations	3
Solicitation of Field Test Participants	5
Presentation of Materials	6
Form and Survey Collection	7
Feedback and Follow-Up	7
DEVELOPMENT OF NEEDS ASSESSMENT FEEDBACK MATERIALS	8
Determination of Feedback Format	8
Feedback Computation and Cutoff Values	10
FIELD TEST RESULTS	11
Evaluation Questionnaire	11
Follow-Up With Field Test Participants	12
SUMMARY AND CONCLUSIONS	14
REFERENCES	17
APPENDIX I: STAFF DEVELOPMENT PLANNING SHEET	19
APPENDIX II: STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS INSTRUMENTS	21
APPENDIX III: FIELD TEST INFORMATION SHEET AND QUESTIONNAIRE	35
APPENDIX IV: LETTER EXPLAINING FIELD TEST	39
APPENDIX V: SAMPLE DETAILED FEEDBACK DATA	41
APPENDIX VI: SUMMARY FEEDBACK INFORMATION	49
APPENDIX VII: SUMMARY FEEDBACK COMPUTATION RULES AND GUIDELINES	55
APPENDIX VIII: FIELD TEST FEEDBACK AND PROCESS EVALUATION FORM	57

PROJECT INFORMATION

Introduction

The Minnesota Research and Development Center for Vocational Education (MRDC) has a strong interest in and commitment to staff development for vocational educators. Projects resulting in staff development materials and processes for vocational education planners (Copa, Geigle and Imade, 1976; Copa and Geigle, 1976), classroom instructors (Allen and Dryer, 1978; Smith, Allen and Dryer: 1980 in press) and the assessment of needs for vocational special needs inservice training (Brown and Peak, 1980) have added knowledge to the field of vocational education.

For the past two years, MRDC staff members also have been developing a process of staff development for vocational education administrators. The project began with a search for needs assessment domains capable of providing vocational education administrators with information that can be translated into personal staff development objectives. The Preliminary Report for the project (Leske and Frederickson, 1979) described this pursuit.

Chosen needs assessment domains were identified as: (1) Vocational Education Administration Knowledges, (2) General Administrative/Managerial Competencies, and (3) Vocational Education Administration Tasks. These assessment domains were subsequently represented by a set of needs assessment instruments developed by project staff and advisory committees membered by practicing vocational education administrators. The instruments were organized into a self assessment format and also forms designed for parallel assessment of the individual by his or her colleagues. The purpose of the needs assessment instruments was to obtain information that could be organized and returned to the user for translation into personal staff development objectives. The pilot test of this process was described in detail in the Preliminary Report. The major components of the pilot test and their influence on this field test are reviewed in the following section.

Pilot Test Review

The pilot test participants consisted of ten volunteers drawn from a relative cross-section of secondary and post secondary vocational education administration positions in Minnesota. These volunteers completed the self

assessment instruments representing the three assessment domains. In addition, colleagues or superiors were asked to complete parallel assessment of their perceptions of the individual's operation in the two domains identified as Administration Knowledges and Administrative Tasks. Subordinates to the individual administrator were asked to assess the administrator according to his or her operation on General Administrative/Managerial Competencies. All completed forms were treated as confidential and were mailed directly to the MRDC for analysis.

MRDC staff developed a feedback format to categorize and qualify the information gathered by the assessment forms. The feedback format organized assessment ratings by category and presented self assessments contrasted with mean parallel ratings calculated from forms completed by the individual's parallel raters. Each assessment domain included "key" items identified by especially high ratings or conspicuous incongruence between self and parallel assessments.

The feedback information was distributed to the ten volunteers and, following an approximate two week interval, their response to the process and feedback was solicited. Pilot test volunteers offered the following suggestions:

1) Terminology could be clarified and possibly simplified for specific assessment items particularly in the General Administrative/Managerial Competencies section.
2) In the Administration Tasks section, the distinction between task responsibility and delegation should be clarified.
3) Project staff should attempt to contain the length of the instruments as much as possible. Participants anticipated a time problem in large administrative structures where an individual would be responsible for his own self assessment and also parallel assessments for a number of colleagues.
4) The feedback format should be revised to provide a visual presentation of each domain and allow more expedient across-domain examination of item relationships.
5) An attempt should be made to efficiently link the feedback format to potential sources of staff development delivery (courses, workshops, and other activities).

These suggestions were incorporated into a full scale field testing of the

materials and process as described in this report.

FIELD TEST PROCEDURE

Preliminary Considerations

During the summer of 1979, project staff worked towards the revisions suggested by pilot test participants. Considerations concerning these revisions are presented in the following discussion.

One of the concerns of project staff and pilot test volunteers was the clarity of terminology used in the needs assessment instruments. In response to this concern, individual items were subsequently examined for ambiguity, and universality of meaning. The terminology used in the instruments assumed a certain amount of formal education in the discipline of vocational education administration. "Veterans" in the pilot test group were less critical of terminology than those individuals in beginning administrative positions. A recurring problem experienced by project staff was the heterogeneous population that represents vocational education administration. Job descriptions from vocational education coordinator to vocational education director are all umbrellaed under our project description of vocational education administrators. A decision was made by project staff that needs assessment instrument terminology should represent as wide a cross-section of administrative positions as possible and that occasional "foreign" terminology to instrument users would be beneficial in terms of defining the scope of vocational education administration, particularly for aspiring administrators. With these considerations in mind, instrument terminology was again scrutinized with an emphasis on consistency with contemporary literature in the field.

The third section in the needs assessment instrument examines an administrator's operation in terms of specific administrative tasks. An important function of this section is to provide a job description in terms of these tasks. An individual defined their position by whether or not a task was part of his or her responsibility. Prior to the first pilot test of the instruments, advisory committee members felt that task responsibility was inadequately described by a "yes" or "no" response. Tasks that are the responsibility of an administrative position are often delegated. Responses in the instrument's task responsibility column subsequently included a choice

of "delegated." Tasks indicated as "delegated" were to be part of an administrative position's job responsibility but primarily conducted by other staff members. The pilot test of the instruments revealed that instrument directions did not adequately clarify the distinction between a "yes" and a "delegated" response to task responsibility. Instrument forms for the field test included revised directions that defined delegated tasks as those within the job responsibility that required less than 20 percent direct participation by the administrator for their completion.

Throughout the project a persistent concern had been the length of the needs assessment instruments and the time required for their completion. Pilot test participants underscored this concern. The problem was again made manifest by the heterogeneous nature of vocational education administrative positions. The needs assessment instruments gained considerable length by their inclusion of a comprehensive listing of administrative tasks and knowledges. One approach to solving this problem would have been to attempt at shortening the lists by developing separate forms representing homogeneous administrative positions such as directors, assistant directors, and coordinators. Another approach would have been the consolidation of existing items into broader categories. At the present time, project staff have rejected both.

The first approach would require a categorization of administrative position responsibilities into defined patterns. The diverse nature of vocational education administration organizations' patterns, philosophies, and pragmatic operating concerns makes exceptions to any categorization the rule. Rather than attempt arbitrary administrative categories at this time, it seems prudent to wait until empirical data can substantiate vocational education administrative divisions. A suggested source of this data is examination of information obtained through extended use of the administrator staff development instruments.

Consolidation of the needs assessment items into broader categories could compromise the utility of the staff development process. Attempts in this direction by project staff tended to produce categories at the level of specificity of college courses offerings. Project staff felt that needs assessment activities should be capable of specifying needs of finer distinction. This approach allows process users the flexibility to pursue staff development concerns tailored to time availability and commitment.

A more subjective resistance to reducing the length of the needs assessment instruments related to the commitment of the user to the staff development process. The examination of the results of a comprehensive assessment process of any nature usually requires a substantial time and effort commitment from the user. Using a frivolous analogy, a 30 second handwriting analysis by computer doesn't necessarily provide an accurate personality inventory for an individual. Any assessment that pursued accuracy must consider a certain range of criteria to be effective and accurate. While the needs assessment appears lengthy, completion of the self-assessment instrument required an average of only 25 to 30 minutes and the parallel forms for colleagues required 10 to 20 minutes. This time commitment does not seem inappropriate for an annual or bi-annual needs assessment.

The pilot test of the needs assessment process and feedback format revealed the enormous amount of information the needs assessment instruments were capable of producing. While the project staff had attempted to provide the feedback in a summary format, it soon became apparent that users found themselves presented with an unmanageable quantity of information. Examination of suspected relationships between the three assessment domains was especially difficult. Revision of the needs assessment feedback format became a primary concern of project staff. Development of this feedback format is reported in a separate section.

Pilot test volunteers suggested that the needs assessment feedback should readily link to potential sources of staff development delivery such as workshops, seminars and readings. Project staff decided that an intermediate step of objective setting was required between needs assessment and delivery options. A staff development worksheet was developed to help organize "needs" into "working" objectives. See Appendix I, page 19. The worksheet includes space to specify activities for each objective and proposed completion dates which should aid in managing a personal staff development program.

Solicitation of Field Test Participants

Project staff made an early decision to contain the field testing of the needs assessment instruments and process within Minnesota. This decision was based primarily on travel and communication considerations. It is hoped that further evaluation of the staff development process will include

other states as well.

During the fall of 1979, project staff solicited vocational education administrator professional organizations for inclusion of an MRDC representative on the agenda of their next scheduled meeting. Organizations allowing agenda time were the Minnesota Area Vocational Technical Institute Director's Association, the Association of Secondary School Vocational Administrators, the Minnesota Adult Vocational Administrator Association and the Minnesota Area Vocational Technical Institute Assistant Director's Association. At each meeting, a MRDC staff member briefly explained the project, summarized the pilot test results, and requested volunteers for a forthcoming field test of the instruments and process. Interested volunteers were asked to fill in a form indicating their school and administrative position. Response from each meeting was very favorable and provided a total of 39 volunteers with the following vocational administrator positions represented: post secondary directors, assistant directors and supervisors, secondary administrators including secondary center directors, and adult vocational directors.

Presentation of Materials

Orientation meetings were scheduled at central geographic locations to provide volunteers with more detailed information about the staff development instruments and process. After the meeting, each volunteer was given a self assessment form, three parallel forms to be completed by superordinates or colleagues and three parallel forms to be completed by staff or subordinates. Appendix II, page 21, contains these forms. Accompanying each of the seven forms was a survey sheet to be returned with the completed assessment form. Appendix III, page 35, includes this survey sheet. Volunteer administrators were requested to complete their self assessment and one copy of the survey form. In most instances, the MRDC staff representative collected the completed self assessments at the orientation meeting.

Participating administrators were instructed to distribute the parallel assessment forms to appropriate individuals. Completed parallel forms were confidential and mailed directly to the MRDC in supplied envelopes. Each volunteer administrator was asked to follow-up on whether each parallel form had been returned.

Twenty-one of the 39 field test participants were contacted through

orientation meetings. In December 1979, MRDC staff decided it was not economically feasible to personally contact all of the volunteers. The remaining 18 field test participants were contacted by telephone or mail. A letter of instruction was sent to these participants along with the identical materials packets that had been distributed at the orientation meetings. The letter is shown in Appendix IV, page 39.

Form and Survey Collection

The administrator needs assessment process required, in most cases, seven separate forms for each participating individual. Collection of these forms had to be closely monitored. The seven forms require the same number of individuals to be involved and this could potentially create problems in the expedient processing of the needs assessment to provide feedback to the user.

MRDC staff maintained check off files that began as each administrator's self-assessment was collected. Following parallel assessment forms were recorded as received. Two weeks were allowed between beginning the administrator's file and a follow-up telephone call. Participants whose files were not completed, were asked to remind those responsible for the parallel assessments to return them within the week. Subsequent calls were then made at 10 to 14 day intervals until the files were complete.

Out of the 39 field test volunteers, 23 of the files were completed with seven forms returned. Ten of the volunteers could not provide the optimum six parallel assessments; a decision was made to process their needs assessment when at least two forms were available from each set of parallel raters. Six files were not completed so the field test produced 33 feedback summaries.

Feedback and Follow-Up

As a complete set of assessment forms was received, MRDC staff confidentially compiled the data into the feedback format described in the following section. This process required approximately one week. A complete set of needs assessment feedback materials were returned to the field test volunteers along with a letter of appreciation for their participation in the project. After a two week interval, volunteers were asked to complete an evaluation of the entire needs assessment process and also invited to a

meeting to discuss the project.

DEVELOPMENT OF NEEDS ASSESSMENT FEEDBACK MATERIALS

Determination of a Feedback Format

The Vocational Education Administrator Staff Development Project had developed a unique set of needs assessment instruments capable of compiling objective staff development data for practitioners in vocational education administration. The development of these materials had followed a sound research design (Leske and Frederickson, 1979), withstood considerable scrutiny by experts and seemed to be consistent with contemporary literature in the field. The pilot test of these instruments substantiated the utility of the instruments and also what the project staff had earlier identified as a potential problem; the instruments produced an overwhelming amount of information. The next priority of project staff was to develop a suitable feedback format that would be capable of providing summary information to the individual user.

The pilot test of the instruments had included the return of a prototype feedback format developed for the pilot test participants. This feedback format was designed to categorize and highlight data that had been provided by the needs assessment forms. Project staff had attempted to assemble the data into a presentation that users could readily translate into "working" staff development objectives. This first attempt, as previously discussed was only partially successful.

Prior to the revision of the feedback format, an attempt was made to clarify the type of feedback required by the staff development process user. The following criteria for the feedback materials were identified:

1) The feedback should be presented in a fashion that is universally meaningful to a wide range of vocational education administrative positions.
2) The presentation method should allow visual comparisons across the three assessment domains.
3) The information should be presented in both summary and detailed fashion.
4) Items meriting special attention and evaluation should be highlighted.

With these criteria in mind, project staff developed the feedback format used in this field test. An early decision was made to provide process users with the complete tabular data compiled from the self and parallel assessment forms. The information was presented in the form of a detailed data sheet intended to provide a cross check of other reported information as well as a quantitative look at the scale ranges utilized in rating the items. Appendix V, page 41, contains a sample of the Detailed Data. The Detailed Data sheets present the summed totals of all values and responses provided by the individual forms. This information, standing alone, is difficult for the user to evaluate. A complimentary summary format is needed to condense and highlight key items into a manageable overview.

Consequently, summary feedback sheets were developed to highlight staff development needs reflected by individual instrument items and by categories within the sections of the instrument. Appendix VI, page 49, presents these materials. Since each of the three assessment domains contains individual items organized under larger categories, the summary feedback information presented a graphical display of mean ratings for these categories. Each assessment domain was represented by its own graph. All the graphs were presented in a three page fold-out display. Presenting the graphs in this manner allows the user to make comparisons and look for similarities across the sections. An introduction page to the materials presented guidelines for interpretation by the user.

The first section in the summary format focused on an administrator's vocational education knowledge base and its relation to his/her position. Graph bars represented the perceived importance of each knowledge category to a person's specific position and a self assessment of a need to acquire more knowledge in each category. A significant staff development need was identified by a relatively high graph value in both Importance and Need to Improve.

The second graph looks at General Administrative/Management procedures. Two graph bars for each category represented self ratings versus the mean parallel ratings of colleagues. The seven point scale was inverted to maintain consistency with the other graphs. Significant staff development needs in this section were suggested by "limited" use of the procedures resulting in high "bars" in any category or by marked incongruencies between self and parallel ratings.

The last graph reflects "need to improve" for categories of Administrative Tasks. For a category to be represented on the graph, a minimum of one half of the individual tasks in the category must have been rated as within the administrator's responsibilities. Many administrative positions did not contain the full range of possible vocational education administrative tasks.

For each assessment section, specific items that were highlighted by examination of the completed instruments were presented below the graphs. These items were to be considered as significantly important to an administrator looking for staff development targets. For the Administrative Knowledges section, five specific knowledge items were presented that represented the highest combinations of ratings obtained by summing the average rating of "importance" (self and parallel assessment means) and self-rated need to improve. Following this listing were five items identified as showing a high level of disagreement between the administrator and his colleagues on the importance of the knowledge item to the position. These items required investigation by the administrator as to the cause of the incongruity. Reasons for the differences could range from communication problems to colleagues being unfamiliar with the job description. In all cases, a high degree of incongruency should be of considerable interest to the administrator.

Differences in perception between an administrator and colleagues were also highlighted by specific items in the General Administrative/Management Procedures and Administrative Tasks section. While interpretation of these differences was left to the prerogative of the administrator, many of the field test volunteers used these differences as a "springboard" to staff development discussions with staff members.

The summary information for the Administrative Tasks section also highlighted specific tasks that received high "need to improve" ratings by both the self assessment and the mean parallel assessments by colleagues.

Feedback Computation and Cutoff Values

In conducting this field test, the data gathered by the self and parallel needs assessment instruments was hand tallied and computed. Worksheets were developed to first transfer data from the individual forms and then allow means, sums, and differences to be calculated as required by the detailed and summary feedback formats. While the process appeared tedious on initial

examination, a "system" soon emerged that held the computation of one set of forms to approximately 30 minutes.

The first step in the computation procedure produced the detailed data described in the preceding section. The Summary Feedback graphs were hand drawn and "specific items" lists were typed from notes made on a file copy of the Detailed Data sheets. Assembly of the Detailed Data sheets with the Summary Feedback Form and a Staff Development Worksheet completed a staff development feedback package for each participant in the field test.

In the compiling of feedback data, computation rules for summary feedback had to be established to make objective tallying possible. For example, in the Summary Format, Section III, five items were listed which reflect large differences in ratings between the administrator and his colleagues on task responsibility. Since instrument responses were Y (yes), N (no), or D (task delegated), a valuation had to be made for each potential level of disagreement.

Computation and cutoff rules were decided on by staff members and presented to users along with the summary feedback information. Appendix VII, page 55, includes these summary feedback computation rules and guidelines.

FIELD TEST RESULTS

This field test of the MRDC's staff development process for vocational education administrators was completed in April of 1980. At completion 33 practicing vocational education administrators had finished the needs assessment process. Included in the field test for each participant was: (1) an introduction session, (2) self and parallel needs assessment instrument completion, (3) response to the instruments in the form of a questionnaire, (4) receipt of a feedback package and (5) an evaluation of the feedback package and the overall staff development process.

Evaluation Questionnaire

Each person filling out a self assessment or a parallel assessment was also asked to complete the questionnaire presented in Appendix III, page 35. The purpose of this questionnaire was to provide a format for the introduction of the needs assessment instrument to its respective user and to gather information relative to the instruments themselves.

One function of the questionnaire was to identify the time required for completion of the different instruments. Four completion time responses were offered. The distribution of completion times for the three instrument forms is presented in Table 1.

Table 1.

Approximate Time Required to Complete Each Form

Completion time	Self assessment n=29	Parallel assessment by superordinates (Section I & III) n=69	Parallel assessment by staff (Section II) n=75
0 - 15 min.	1	5	45
15 - 30 min.	14	39	30
30 - 45 min.	11	18	
45 min.	3	7	

From this data the average completion time for the self assessment appears to be approximately 30 to 35 minutes. The parallel assessments completed by superordinates or colleagues (Section I and III) required about 25 to 30 minutes and the subordinate or staff form (Section II) averaged approximately 20 minutes.

Other questions on the questionnaire were directed at checking the instruments and process in terms of clarity to the user and conspicuous absence of items that might be important to their respective sections. A tally of the responses for each of the three forms indicate a strong concensus that the forms are both clear in their presentation and comprehensive in scope. Table 2 summarizes the responses as categorized by their respective forms.

Written-in responses from the surveys were reviewed by the project staff and inspected for possible inclusion in future refinement of the instruments. There was no duplication found in these responses.

Follow-up with Field Test Participants

Field test participants received a complete feedback package approximately two weeks after the MRDC received the required self and parallel assessment forms. This feedback package was presented and discussed in a

Table 2.

Tallied Responses to Survey Questions by Form Category

Question	Form: Self assessment	Form: Parallel assessment by superordinates (Section I & III)	Form: Parallel assessment by subordinates (Section II)
Is the purpose and procedure preface clear and concise?	27 yes 1 no	67 yes 3 no	73 yes 2 no
Are directions clear and unambiguous?	25 yes 3 no	68 yes 2 no	72 yes 3 no
Can you suggest any section items that are conspicuously missing?	3 yes 25 no	8 yes 60 no	12 yes 62 no
Are there any items that you found unclear or ambiguous?	5 yes 23 no	10 yes 57 no	6 yes 65 no
Was your role in this needs assessment clear?	27 yes 1 no	63 yes 5 no	72 yes 2 no

preceding section. Subsequent receipt of this package by the individual administrator would normally end the active participation of the MRDC in the staff development process. As each individual received these materials, their next step was to prepare staff development objectives or goals as outlined on the supplied planning sheet. Since these individuals were involved in a field test of both the materials and a staff development process, the MRDC waited two weeks and then contacted each administrator concerning his or her reaction to the staff development sequence just completed.

This contact was by questionnaire, Appendix VIII, page 57, and included an invitation to an informal meeting to discuss the project. Although the feedback received from this source was subjective and difficult to compile, majority concensus was apparent on the following points:

1) The needs assessment instruments cover the "critical" dimensions of vocational education administration.
2) The feedback format standing by itself was clear in its presentation of compiled information.
3) The translation of the feedback information into working staff development objectives is difficult. Process users requested

help in this area.

4) The process should be cycled on an annual instead of bi-annual basis.

SUMMARY AND CONCLUSIONS

Since the fall of 1978, staff of the MRDC have been working on a staff development needs assessment process for practicing vocational education administrators. Initial efforts investigated and selected potential assessment "domains", developed a set of needs assessment instruments, and pilot tested these instruments and a prototype feedback process. Favorable responses to these activities by practicing administrators, MRDC staff, and Minnesota State Department of Education personnel prompted a full scale field testing of both the needs assessment instruments and the accompanying process.

The field test consisted of soliciting volunteers among practicing Minnesota vocational education administrators and moving them through one cycle of the needs assessment process. The purpose of the field test was to obtain an additional substantiation of the utility of the needs assessment instruments and the reaction of users to a revised feedback format.

At this point, MRDC staff and field test participants are pleased with the scope, utility, and clarity of the present set of administrator needs assessment instruments. While validity is often difficult to demonstrate in the context of staff development, current needs assessment instruments have withstood continuous scrutiny by MRDC staff, two advisory committees made up of practicing vocational education administrators, and a pilot and field test total of 43 practicing Minnesota administrators. The face validity of the instruments appears to be quite high.

A remaining problem with the Project materials is the interpretation of feedback information by the user. It is readily apparent that the use of the needs assessment process requires a careful introduction to the instruments and then a subsequent interpretation session on the use of the collected feedback information. Project staff (probably due to developmental proximity with the materials) had assumed that the interpretation of returned information was much easier than that encountered by first time users of the process. Many field test participants became quite frustrated in their attempts at translating feedback information into "working" staff development objectives.

While MRDC project staff acknowledge that a considerable amount of

information is presented, they are reluctant to simplify the present feedback format. To do so would require a number of subjective interpretative decisions that could jeopardize the accuracy of the feedback information returned to the user.

A more defensible solution is to provide first time users of the needs assessment process with an interpretation session that would present and discuss the use of the feedback data in writing specific staff development objectives. This idea is presently being investigated.

Based on prior development activities and this field test, the following conclusions are drawn:

1) The vocational education administrator staff development needs assessment instruments in their various forms have been developed to a point of considerable utility. The instruments are representative and comprehensive in their coverage of the three assessment domains identified as: (1) Administrator Knowledges, (2) General Management/Administrative Procedures, and (3) Administrator Tasks.
2) The time commitment for users of this process is quite reasonable. A problem may be present in larger administrative structures where parallel form completion among associates may require a considerable level of overlap and result in multiple form assignments.
3) Feedback from the needs assessment forms presents a considerable amount of information to the individual administrators. First time users of the instruments and process require considerable training in the use of the materials.
4) An annual cycle of needs assessment for vocational education administrators seem appropriate.

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APPENDIX I
STAFF DEVELOPMENT PLANNING SHEET

STAFF DEVELOPMENT PLANNING SHEET

Directions:

Study your feedback information to identify what you feel are priority needs. Needs may be categorical or specific at your decision. Attempt to arrange your list according to priority. Across from the objectives, identify activities which will assist you in accomplishing your objectives. Typically, such activities would be workshops, course work, personal research, readings or direct action. You should not neglect activities which may be accomplished as you function in your present position. For example, more frequent communication with your staff. As staff development activities are completed to the satisfaction of your objective, they should be checked off and dated.

Date: _____

Personal Staff Development Objectives	Activity(s) to Accomplish Objectives	Date of Activity Completion

As the above activities are completed, you should review the staff development process you have finished. Ask yourself questions such as: "Did I set workable objectives?", "Did my activities satisfy my objectives?" and "What could have made the process more efficient?".

You have now completed one sequence of a personal staff development process: (a) needs assessment, (b) feedback review, (c) objective setting, (d) staff development activities and (e) process evaluation. Staff development is not a one time operation and its process should be programmatic. For vocational education administrators, a bi-annual sequence appears appropriate.

APPENDIX II

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

IMPORTANT—READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

This needs assessment instrument has been assembled to identify the staff development needs of secondary and post-secondary vocational education administrators. It is not intended as an evaluation of total job performance, but rather a formative assessment of domains that have been identified as important to effective vocational education administration. The instrument is divided into three separate sections to provide useable, specific feedback to the individual. The domains which are assessed include (1) the content and scope of an administrator's knowledge base and its relation to his or her specific administrative position, (2) the administrator's operation in terms of general administrative/management procedures, and (3) the functioning of the administrator on specific vocational education administrative tasks. While these domains of vocational education administration have been separated for purposes of needs assessment clarification and identification, it is important to note that they are in no way viewed as mutually exclusive.

Although this instrument is designed as a *self-assessment* of vocational education administrator staff development needs, its effectiveness greatly increases when it is utilized with parallel comparative assessments by appropriate other individuals in the school's staff structure. Confidential feedback from the needs assessment will then allow a comparison of your self-perceptions with the perceptions of these individuals.

The parallel assessment forms looking at vocational education administrative knowledges and specific administrative tasks are usually best completed by supervisors or colleagues who are able to know and observe your position in its entirety. The accuracy of the parallel assessment will increase with the number of individuals supplying the completed forms. Three copies have been provided. In most cases, one copy would go to your immediate supervisor and the other two would be submitted to two other individuals you feel are capable of providing an accurate perspective on your position. It is understood that many vocational education administrators may have difficulty identifying three individuals who can accurately assess their position. Distribute the parallel forms *only* to individuals you feel are capable of providing an objective and meaningful parallel assessment. Data from the parallel forms will be returned to you only in aggregate format.

The parallel assessment forms looking at general administrative/managerial procedures are usually best completed by direct subordinates who are in close contact with you and your job responsibilities. Examples of these individuals would be program heads or department supervisors. Three copies of this form are provic

The first step in utilizing this staff development instrument is to complete you. self-assessment (gold form). Please follow all directions. Take special care to respond to every item.

As you progress through the sections, think about individuals who would be most capable of providing useful and accurate information in the parallel forms. The parallel forms are separated to facilitate presentation to the appropriate individuals. Parallel forms for Sections I and III are combined and go to chosen superordinates or colleagues (blue forms). Parallel forms for Section II go to three subordinates in your staff structure (green forms).

As you complete the self-assessment and assign the parallel forms, it is important to be as objective as possible. Useable feedback from this staff development instrument requires accurate and thoughtful completion of the sections. All completed forms are to be returned to the Minnesota Research and Development Center (MRDC) and will be handled as confidential. Personal needs assessment and aggregate parallel assessment data will be sent to you.

This instrument and procedure is *not* an evaluation of your effectiveness as an administrator. It *is* a procedure that can identify need areas that you may wish to include in your plan for continued professional growth. Aggregate data from this instrument and project reflecting state staff development needs will be compiled without reference to individual administrators or school systems. State department personnel will not have access to your data.

Code#_____

BACKGROUND INFORMATIC

DIRECTIONS: Please check the appropriate box or fill in requested response.

1. Administrative position title_____

2. Sex: __Male
__Female

3. What is your age category?
__under 25 __46 – 50
__26 – 30 __51 – 55
__31 – 35 __56 – 60
__36 – 40 __over 60
__41 – 45

4. Indicate your total years in vocational education *administration.*
__less than 1 year __3 – 4 years __7 – 8 years __more than 10 years
__1 – 2 years __5 – 6 years __9 – 10 years

5. Indicate years of employment in your present position.
__less than 1 year __3 – 4 years __7 – 8 years __more than 10 years
__1 – 2 years __5 – 6 years __9 – 10 years

6. Indicate your highest degree or diploma earned.
__None __Technical Diploma __Bachelor's Degree __Doctor's Degree
__High School/G.E.D. __Associate's Degree __Master's Degree

7. Fill in your degree major as appropriate.
B.S. or B.A._____
M.S. or M.A._____
PhD. or EdD._____

8. Indicate approximate college quarter credit hours beyond your highest degree.
__0 – 5 __16 – 20 __26 – 30 __36 – 40
__6 – 10 __21 – 25 __31 – 35 __over 40
__11 – 15

9. Indicate the type of vocational school at which you are presently employed.
__Area Vocational-Technical Institute __Secondary Vocational Center
__Local Vocational District __Other (list) _____

10. Fill in the *position titles* of individuals chosen to complete the parallel assessment forms. (You may want to fill in this item *after* you have completed your self-assessment form.)

Sections I and III: Administrative Knowledges and Administrative Tasks

A. _____ } Three superordinates or colleagues
B. _____
C. _____

Section II: General Administrative/Managerial Procedures

A. _____ } Three subordinates
B. _____
C. _____

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are believed to be necessary for effective functioning as a vocational education administrator. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. First, indicate your perception of the importance of the knowledge area to *your* administrative position by circling the appropriate response number in the left-hand column. The number "1" indicates "very low importance" to your position, and "7" indicates "very high importance" to your position. Second, indicate your *felt need to acquire more knowledge* in this area by circling the appropriate response in the right-hand column. The number "1" indicates "low" felt need to acquire more knowledge. See the sample item below.

Importance to Your Administrative Position Low Moderate High	KNOWLEDGE AREA	Felt Need to Acquire More Knowledge Low Moderate High
Sample 1 2 3 4 5 (6) 7	A. Vocational psychology	1 2 3 (4) 5 6 7
	ADMINISTRATION AND MANAGEMENT	Low Moderate High
1 2 3 4 5 6 7	1. Administration and management process	1 2 3 4 5 6 7
1 2 3 4 5 6 7	2. Administration and management systems theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	3. Personnel management and supervision	1 2 3 4 5 6 7
1 2 3 4 5 6 7	4. Leadership and management styles	1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. Time management systems	1 2 3 4 5 6 7
	PUBLIC EDUCATION PHILOSOPHY	
1 2 3 4 5 6 7	6. Social foundations of education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	7. Politics of education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	8. Values and ethics in education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
1 2 3 4 5 6 7	10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
	VOCATIONAL EDUCATION	
1 2 3 4 5 6 7	11. Vocational psychology	1 2 3 4 5 6 7
1 2 3 4 5 6 7	12. Vocational guidance	1 2 3 4 5 6 7
1 2 3 4 5 6 7	13. History and philosophy of vocational education	1 2 3 4 5 6 7
1 2 3 4 5 6 7	14. Manpower development programs	1 2 3 4 5 6 7
	PUBLIC SCHOOL RULES AND REGULATIONS	
1 2 3 4 5 6 7	15. Public school finance and economics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	16. School law and regulations	1 2 3 4 5 6 7
1 2 3 4 5 6 7	17. Business procedures and accounting systems	1 2 3 4 5 6 7
	EDUCATIONAL PSYCHOLOGY AND METHODS	
1 2 3 4 5 6 7	18. Curriculum development theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	19. Learning theory	1 2 3 4 5 6 7
1 2 3 4 5 6 7	20. Teaching methods	1 2 3 4 5 6 7
1 2 3 4 5 6 7	21. Instructional systems	1 2 3 4 5 6 7
1 2 3 4 5 6 7	22. Facilitating change in an institution	1 2 3 4 5 6 7
	PUBLIC AND STAFF RELATIONS	
1 2 3 4 5 6 7	23. Formal communication processes	1 2 3 4 5 6 7
1 2 3 4 5 6 7	24. Group dynamics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	25. Interpersonal communication	1 2 3 4 5 6 7
1 2 3 4 5 6 7	26. School-community relations	1 2 3 4 5 6 7
1 2 3 4 5 6 7	27. Labor relations and contract management	1 2 3 4 5 6 7
	INFORMATION INTERPRETATION AND RESEARCH	
1 2 3 4 5 6 7	28. Measurement and statistics	1 2 3 4 5 6 7
1 2 3 4 5 6 7	29. Research procedure and design	1 2 3 4 5 6 7
1 2 3 4 5 6 7	30. Management information systems	1 2 3 4 5 6 7

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

DIRECTIONS: This section deals with how you function in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified that influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often the operation is utilized as you work in the respective area by circling the appropriate number on the scale. The number "1" indicates the operation is "never practiced", and "7" indicates the operation is "always practiced". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, I: involve staff in the evaluation process.	1 2 3 4 (5) 6 7

	Never Often Always
When involved in DECISION MAKING, I:	
1. identify the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assemble facts, opinions, and ideas important to the decision.	1 2 3 4 5 6 7
3. formulate a viable list of alternatives and objectively consider them.	1 2 3 4 5 6 7
4. select the most promising and appropriate alternative.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, I:	
5. provide for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitor the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognize and utilize the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
8. recognize and utilize the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
9. establish priorities and appropriately allocate time.	1 2 3 4 5 6 7
When involved in PLANNING, I:	
10. define and clarify purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigate and address factors of possible impact.	1 2 3 4 5 6 7
12. analyze and forecast effects of possible courses of action on achievement of purposes.	1 2 3 4 5 6 7
13. effectively utilize available staff input.	1 2 3 4 5 6 7
14. formally design a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, I:	
15. establish and maintain a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicate ideas and assignments.	1 2 3 4 5 6 7
17. provide for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicit and give prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. react to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. am consistently approachable, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, I:	
21. delegate tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assign task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegate tasks with the specification of expected outcomes.	1 2 3 4 5 6 7
24. delegate tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegate tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, I:	
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provide for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourage stimulating and creative thought.	1 2 3 4 5 6 7
29. utilize the authority of my position in a consistent manner.	1 2 3 4 5 6 7
30. support appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediate and arbitrate conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, I:	
32. appropriately select, define, and delineate the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilize appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collect data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involve staff in the evaluation process.	1 2 3 4 5 6 7
36. use evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draw conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

DIRECTIONS: The following list represents tasks common to effective functioning in vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within your job responsibility by circling "Y" for Yes; "N" for No; or if the task is within your job responsibility but you delegate its performance to other staff members, circle "D." If you provide less than 20 percent of the effort consider the task delegated. Second, if you circled either "Y" or "D" for a task, proceed to the column located on the right and indicate your need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve" and "7" indicates "high need to improve." If you circled "N" for a task, go on to the next item. See the sample items below.

Sample	Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
	(Y)	N	D	A. Prepare busing schedules.	1 2 3 4 (5) 6 7
	Y	N	(D)	B. Coordinate athletic activities.	1 2 (3) 4 5 6 7
	Y	(N)	D	C. Prepare a course offering master schedule.	1 2 3 4 5 6 7
				PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	Low Moderate High
	Y	N	D	1. Collect and analyze manpower needs assessment data.	1 2 3 4 5 6 7
	Y	N	D	2. Interpret and apply state and/or federal vocational education legislation.	1 2 3 4 5 6 7
	Y	N	D	3. Utilize federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
	Y	N	D	4. Develop overall vocational program goals.	1 2 3 4 5 6 7
	Y	N	D	5. Prepare annual and long-range program plans.	1 2 3 4 5 6 7
	Y	N	D	6. Prepare and recommend program policies to the administration and board.	1 2 3 4 5 6 7
	Y	N	D	7. Implement local board and administrative policies.	1 2 3 4 5 6 7
	Y	N	D	8. Design and implement a local program evaluation system.	1 2 3 4 5 6 7
	Y	N	D	9. Write proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
	Y	N	D	10. Coordinate local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
	Y	N	D	11. Conduct local research studies and utilize results in program improvement.	1 2 3 4 5 6 7
				CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
	Y	N	D	12. Establish and monitor instructional program entry and completion requirements.	1 2 3 4 5 6 7
	Y	N	D	13. Coordinate the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
	Y	N	D	14. Design and monitor student progress reporting procedures.	1 2 3 4 5 6 7
	Y	N	D	15. Establish and implement a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
	Y	N	D	16. Prepare a master schedule of course offerings.	1 2 3 4 5 6 7
	Y	N	D	17. Guide staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
	Y	N	D	18. Integrate vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
	Y	N	D	19. Integrate cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	20. Integrate supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	21. Integrate special needs programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	22. Integrate adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
	Y	N	D	23. Utilize community resources in curriculum development.	1 2 3 4 5 6 7
	Y	N	D	24. Coordinate the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
	Y	N	D	25. Monitor and approve selection of instructional equipment and materials.	1 2 3 4 5 6 7
				STUDENT SERVICES	
	Y	N	D	26. Supervise student recruitment and admission services.	1 2 3 4 5 6 7
	Y	N	D	27. Arrange for and monitor student financial aid programs.	1 2 3 4 5 6 7
	Y	N	D	28. Monitor student guidance and testing services.	1 2 3 4 5 6 7
	Y	N	D	29. Monitor student job placement and follow-up services.	1 2 3 4 5 6 7
	Y	N	D	30. Monitor extra curricular activities.	1 2 3 4 5 6 7
	Y	N	D	31. Provide for a student record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	32. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7
				PERSONNEL MANAGEMENT	
	Y	N	D	33. Develop, recommend, and communicate personnel policies.	1 2 3 4 5 6 7
	Y	N	D	34. Determine program staffing requirements and establish recruitment procedures.	1 2 3 4 5 6 7
	Y	N	D	35. Participate in negotiating staff working agreements.	1 2 3 4 5 6 7
	Y	N	D	36. Establish and implement staff grievance procedures.	1 2 3 4 5 6 7
	Y	N	D	37. Interpret and implement the staff working agreement.	1 2 3 4 5 6 7
	Y	N	D	38. Schedule staff work loads, leaves, vacations, and sabbaticals.	1 2 3 4 5 6 7
	Y	N	D	39. Supervise the work of teachers and other school personnel.	1 2 3 4 5 6 7
	Y	N	D	40. Maintain a staff record-keeping system.	1 2 3 4 5 6 7
	Y	N	D	41. Maintain staff communication via meetings, bulletins, and other communications.	1 2 3 4 5 6 7
	Y	N	D	42. Provide guidance to staff on legal matters affecting the school program.	1 2 3 4 5 6 7
	Y	N	D	43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	1 2 3 4 5 6 7
	Y	N	D	44. Interpret and apply staff employment laws and regulations.	1 2 3 4 5 6 7

Task Within Your Job Responsibility? Yes	No	Delegated	TASKS	Need to Improve Low Moderate High
			STAFF DEVELOPMENT	
Y	N	D	45. Assess staff development needs.	1 2 3 4 5 6 7
Y	N	D	46. Provide for the communication of assessed needs to individual staff members.	1 2 3 4 5 6 7
Y	N	D	47. Conduct and/or arrange for staff development in-service programs.	1 2 3 4 5 6 7
Y	N	D	48. Provide and monitor pre-service programs for professional personnel.	1 2 3 4 5 6 7
Y	N	D	49. Evaluate staff development programs.	1 2 3 4 5 6 7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	
Y	N	D	50. Develop and maintain a professional relationship with other administrators and state department staff.	1 2 3 4 5 6 7
Y	N	D	51. Participate in professional organizations.	1 2 3 4 5 6 7
Y	N	D	52. Participate in the development of vocational education legislation and the state plan.	1 2 3 4 5 6 7
Y	N	D	53. Represent teacher interests and concerns to other administrators and the board.	1 2 3 4 5 6 7
Y	N	D	54. Use and contribute to professional literature.	1 2 3 4 5 6 7
Y	N	D	55. Develop a plan for promoting good public relations.	1 2 3 4 5 6 7
Y	N	D	56. Prepare and recommend public relations and communication policies.	1 2 3 4 5 6 7
Y	N	D	57. Develop a procedure to coordinate the use of advisory committees.	1 2 3 4 5 6 7
Y	N	D	58. Participate in community organizations.	1 2 3 4 5 6 7
Y	N	D	59. Meet and confer with individuals about vocational programs.	1 2 3 4 5 6 7
Y	N	D	60. Promote parent and teacher groups.	1 2 3 4 5 6 7
Y	N	D	61. Develop and present information and promotional materials/programs.	1 2 3 4 5 6 7
Y	N	D	62. Conduct an alumni relations program.	1 2 3 4 5 6 7
Y	N	D	63. Secure and evaluate information feedback about vocational programs.	1 2 3 4 5 6 7
Y	N	D	64. Evaluate the school's public relations program.	1 2 3 4 5 6 7
			FACILITIES AND EQUIPMENT MANAGEMENT	
Y	N	D	65. Determine the facilities needed, space and condition.	1 2 3 4 5 6 7
Y	N	D	66. Recommend specifications for facilities and equipment.	1 2 3 4 5 6 7
Y	N	D	67. Analyze bids and contracts and recommend board action.	1 2 3 4 5 6 7
Y	N	D	68. Conduct land and facility feasibility studies and recommend alternatives.	1 2 3 4 5 6 7
Y	N	D	69. Recommend appropriate architects and supervise architectural work.	1 2 3 4 5 6 7
Y	N	D	70. Develop and utilize a comprehensive safety program.	1 2 3 4 5 6 7
Y	N	D	71. Develop and implement an equipment and supply inventory system.	1 2 3 4 5 6 7
Y	N	D	72. Establish a maintenance program for equipment, facilities, and grounds.	1 2 3 4 5 6 7
Y	N	D	73. Develop and supervise procedures for community use of facilities.	1 2 3 4 5 6 7
Y	N	D	74. Develop and operate a building security program.	1 2 3 4 5 6 7
			BUSINESS AND FINANCIAL MANAGEMENT	
Y	N	D	75. Prepare and recommend financial policies.	1 2 3 4 5 6 7
Y	N	D	76. Adopt an appropriate financial accounting system.	1 2 3 4 5 6 7
Y	N	D	77. Prepare and regulate cooperation, program, and capital improvement budget.	1 2 3 4 5 6 7
Y	N	D	78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1 2 3 4 5 6 7
Y	N	D	79. Analyze the cost of operating programs and services.	1 2 3 4 5 6 7
Y	N	D	80. Locate and procure sources of funds for program development and operation.	1 2 3 4 5 6 7
Y	N	D	81. Determine and obtain appropriate insurance coverage.	1 2 3 4 5 6 7
Y	N	D	82. Present levies and bond issues to voters.	1 2 3 4 5 6 7
Y	N	D	83. Prepare local, state, and federal reports.	1 2 3 4 5 6 7
			AUXILIARY SERVICES MANAGEMENT	
Y	N	D	84. Arrange for student transportation services.	1 2 3 4 5 6 7
Y	N	D	85. Oversee school food services.	1 2 3 4 5 6 7
Y	N	D	86. Arrange for school health services.	1 2 3 4 5 6 7

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September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

SUPERORDINATE OR COLLEAGUE PARALLEL FORMS:

SECTION I–VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE
SECTION III–ADMINISTRATOR TASKS

IMPORTANT – READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURE

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The purpose of this needs assessment process is to assist the administrator in effectively formulating a personal professional development plan. The needs assessment instruments look at the administrator and his/her position from a number of perspectives considered important to effective vocational education administration. The administrator who gave you these materials has already completed a self-assessment. The second step in this needs assessment process is to obtain parallel comparative assessments by appropriate other individuals.

As superordinate or colleague to the administrator, you are in a position to offer a unique comparative assessment from two perspectives. The first is your perception of the importance of a set of knowledges to the specific *administrative position.* The second is *your perception* of the *administrator's* need to improve in terms of specific administrative tasks. Aggregate data from these parallel assessments will allow the administrator to look at the congruence of self-perception with those compiled from appropriate other individuals.

Please complete the attached parallel assessment form by following all directions carefully. *Leave no items blank.* Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. Note that these instruments and procedure are *not* intended as an *evaluation* of the total effectiveness of an administrator. The purpose of the needs assessment process is to identify need areas that the administrator may wish to include in his/her plan for continued professional growth. All forms of this needs assessment are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code # _____

Your Position Title _____

SUPERORDINATE OR COLLEAGUE PARALLEL FORM: SECTION I--VOCATIONAL EDUCATION ADMINISTRATIVE POSITION KNOWLEDGE BASE

DIRECTIONS: The following list represents categories of knowledge which are necessary for functioning in a wide range of vocational education administrator positions. The knowledge categories are arranged under general organizational headings to facilitate feedback from the instrument. Indicate your perception of the *importance of the knowledge area to the administrative position* being examined by circling the appropriate number on the scale. The number "1" indicates "very low importance" to the position, and "7" indicates "very high importance" to the position. See the sample item below.

	Importance to the Administrative Position
KNOWLEDGE AREA	Low Moderate High
Sample A. Vocational psychology	1 2 3 (4) 5 6 7

	Low Moderate High
ADMINISTRATIVE MANAGEMENT	
1. Administration and management process	1 2 3 4 5 6 7
2. Administration and management systems theory	1 2 3 4 5 6 7
3. Personnel management and supervision	1 2 3 4 5 6 7
4. Leadership and management styles	1 2 3 4 5 6 7
5. Time management systems	1 2 3 4 5 6 7
PUBLIC EDUCATION PHILOSOPHY	
6. Social foundations of education	1 2 3 4 5 6 7
7. Politics of education	1 2 3 4 5 6 7
8. Values and ethics in education	1 2 3 4 5 6 7
9. Ethnic/sex stereotyping	1 2 3 4 5 6 7
10. Social, psychological, and economical patterns of special groups	1 2 3 4 5 6 7
VOCATIONAL EDUCATION	
11. Vocational psychology	1 2 3 4 5 6 7
12. Vocational guidance	1 2 3 4 5 6 7
13. History and philosophy of vocational education	1 2 3 4 5 6 7
14. Manpower development programs	1 2 3 4 5 6 7
PUBLIC SCHOOL RULES AND REGULATIONS	
15. Public school finance and economics	1 2 3 4 5 6 7
16. School law and regulations	1 2 3 4 5 6 7
17. Business procedures and accounting systems	1 2 3 4 5 6 7
EDUCATIONAL PSYCHOLOGY AND METHODS	
18. Curriculum development theory	1 2 3 4 5 6 7
19. Learning theory	1 2 3 4 5 6 7
20. Teaching methods	1 2 3 4 5 6 7
21. Instructional systems	1 2 3 4 5 6 7
22. Facilitating change in an institution	1 2 3 4 5 6 7
PUBLIC AND STAFF RELATIONS	
23. Formal communication processes	1 2 3 4 5 6 7
24. Group dynamics	1 2 3 4 5 6 7
25. Interpersonal communication	1 2 3 4 5 6 7
26. School-community relations	1 2 3 4 5 6 7
27. Labor relations and contract management	1 2 3 4 5 6 7
INFORMATION INTERPRETATION AND RESEARCH	
28. Measurement and statistics	1 2 3 4 5 6 7
29. Research procedure and design	1 2 3 4 5 6 7
30. Management information systems	1 2 3 4 5 6 7

SUPERORDINATE OR COLLEAGUE PARALLEL FORM:
SECTION III–VOCATIONAL EDUCATION ADMINISTRATOR TASKS

DIRECTIONS: The following list represents tasks common to effective vocational education administration. The tasks are arranged under general headings of administrative responsibility. First, indicate whether you feel the task is contained within the administrator's job responsibility by circling "Y" for Yes; "N" for No; or if the task is within the administrator's job responsibility but is delegated to other staff members, circle "D". If the administrator provides less than 20 percent of the effort, consider the task delegated. Second, if you circled "Y" or "D" for a task, proceed to the column on the right and indicate your perception of the administrator's need to improve on this task or the effective delegation of this task. The number "1" indicates "low need to improve", and "7" indicates "high need to improve". If you circled "N" for a task, go on to the next item. See the sample items below.

	Task Within the Administrator's Job Responsibility?			TASKS	Need to Improve
	Yes	No	Delegated		Low Moderate High
Sample	(Y)	N	D	A. Prepares busing schedules.	1 2 3 (4) 5 6 7
	Y	N	(D)	B. Coordinates athletic activities.	1 (2) 3 4 5 6 7
	Y	(N)	D	C. Prepares a course offering master schedule.	1 2 3 4 5 6 7

				Low Moderate High
			PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	
Y	N	D	1. Collects and analyzes manpower needs assessment data.	1 2 3 4 5 6 7
Y	N	D	2. Interprets and applies state and/or federal vocational education legislation.	1 2 3 4 5 6 7
Y	N	D	3. Utilizes federal, state, and district resources in program development and operation.	1 2 3 4 5 6 7
Y	N	D	4. Develops overall vocational program goals.	1 2 3 4 5 6 7
Y	N	D	5. Prepares annual and long-range program plans.	1 2 3 4 5 6 7
Y	N	D	6. Prepares and recommends program policies to the administration and board.	1 2 3 4 5 6 7
Y	N	D	7. Implements local board and administrative policies.	1 2 3 4 5 6 7
Y	N	D	8. Designs and implements a local program evaluation system.	1 2 3 4 5 6 7
Y	N	D	9. Writes proposals for the funding of new programs and improvement of existing programs.	1 2 3 4 5 6 7
Y	N	D	10. Coordinates local demonstration, pilot, and exemplary programs.	1 2 3 4 5 6 7
Y	N	D	11. Conducts local research studies, and utilizes results in program improvement.	1 2 3 4 5 6 7
			CURRICULUM AND INSTRUCTIONAL MANAGEMENT	
Y	N	D	12. Establishes and monitors instructional program entry and completion requirements.	1 2 3 4 5 6 7
Y	N	D	13. Coordinates the establishment and enforcement of student rules and policies.	1 2 3 4 5 6 7
Y	N	D	14. Designs and monitors student progress reporting procedures.	1 2 3 4 5 6 7
Y	N	D	15. Establishes and implements a curriculum that will achieve the school's instructional goals.	1 2 3 4 5 6 7
Y	N	D	16. Prepares a master schedule of course offerings.	1 2 3 4 5 6 7
Y	N	D	17. Guides staff in selecting and using effective instructional strategies.	1 2 3 4 5 6 7
Y	N	D	18. Integrates vocational student organization activities into the instructional program.	1 2 3 4 5 6 7
Y	N	D	19. Integrates cooperative education programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	20. Integrates supplemental/remedial programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	21. Integrates special needs programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	22. Integrates adult/continuing education programs into the total curriculum.	1 2 3 4 5 6 7
Y	N	D	23. Utilizes community resources in curriculum development.	1 2 3 4 5 6 7
Y	N	D	24. Coordinates the articulation of secondary and post-secondary vocational programs.	1 2 3 4 5 6 7
Y	N	D	25. Monitors and approves selection of instructional equipment and materials.	1 2 3 4 5 6 7
			STUDENT SERVICES	
Y	N	D	26. Supervises student recruitment and admission services.	1 2 3 4 5 6 7
Y	N	D	27. Arranges for and monitors student financial aid programs.	1 2 3 4 5 6 7
Y	N	D	28. Monitors student guidance and testing services.	1 2 3 4 5 6 7
Y	N	D	29. Monitors student job placement and follow-up services.	1 2 3 4 5 6 7
Y	N	D	30. Monitors extra curricular activities.	1 2 3 4 5 6 7
Y	N	D	31. Provides for a student record-keeping system.	1 2 3 4 5 6 7
Y	N	D	32. Interprets and applies student rights laws and regulations.	1 2 3 4 5 6 7
			PERSONNEL MANAGEMENT	
Y	N	D	33. Develops, recommends, and communicates personnel policies.	1 2 3 4 5 6 7
Y	N	D	34. Determines program staffing requirements and establishes recruitment procedures.	1 2 3 4 5 6 7
Y	N	D	35. Participates in negotiating staff working agreements.	1 2 3 4 5 6 7
Y	N	D	36. Establishes and implements staff grievance procedures.	1 2 3 4 5 6 7

(OVER)

Task Within the Administrator's Job Responsibility?			TASKS	Need to Improve						
Yes	No	Delegated		Low						High
Y	N	D	37. Interprets and implements the staff working agreement.	1	2	3	4	5	6	7
Y	N	D	38. Schedules staff work loads, leaves, vacations, and sabbaticals.	1	2	3	4	5	6	7
Y	N	D	39. Supervises the work of teachers and other school personnel.	1	2	3	4	5	6	7
Y	N	D	40. Maintains a staff record-keeping system.	1	2	3	4	5	6	7
Y	N	D	41. Maintains staff communication via meetings, bulletins, and other communications.	1	2	3	4	5	6	7
Y	N	D	42. Provides guidance to staff on legal matters affecting the school program.	1	2	3	4	5	6	7
Y	N	D	43. Provides an evaluation system for staff performance and recommends staff promotions and dismissals.	1	2	3	4	5	6	7
Y	N	D	44. Interprets and applies staff employment laws and regulations.	1	2	3	4	5	6	7
			STAFF DEVELOPMENT							
Y	N	D	45. Assesses staff development needs.	1	2	3	4	5	6	7
Y	N	D	46. Provides for the communication of assessed needs to individual staff members.	1	2	3	4	5	6	7
Y	N	D	47. Conducts and/or arranges for staff development in-service programs.	1	2	3	4	5	6	7
Y	N	D	48. Provides and monitors pre-service programs for professional personnel.	1	2	3	4	5	6	7
Y	N	D	49. Evaluates staff development programs.	1	2	3	4	5	6	7
			PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT							
Y	N	D	50. Develops and maintains professional relationships with other administrators and state department staff.	1	2	3	4	5	6	7
Y	N	D	51. Participates in professional organizations.	1	2	3	4	5	6	7
Y	N	D	52. Participates in the development of vocational education legislation and the state plan.	1	2	3	4	5	6	7
Y	N	D	53. Represents teacher interests and concerns to other administrators and the board.	1	2	3	4	5	6	7
Y	N	D	54. Uses and contributes to professional literature.	1	2	3	4	5	6	7
Y	N	D	55. Develops a plan for promoting good public relations.	1	2	3	4	5	6	7
Y	N	D	56. Prepares and recommends public relations and communication policies.	1	2	3	4	5	6	7
Y	N	D	57. Develops a procedure to coordinate the use of advisory committees.	1	2	3	4	5	6	7
Y	N	D	58. Participates in community organizations.	1	2	3	4	5	6	7
Y	N	D	59. Meets and confers with individuals about vocational programs.	1	2	3	4	5	6	7
Y	N	D	60. Promotes parent and teacher groups.	1	2	3	4	5	6	7
Y	N	D	61. Develops and presents information and promotional materials/programs.	1	2	3	4	5	6	7
Y	N	D	62. Conducts an alumni relations program.	1	2	3	4	5	6	7
Y	N	D	63. Secures and evaluates information feedback about vocational programs.	1	2	3	4	5	6	7
Y	N	D	64. Evaluates the school's public relations program.	1	2	3	4	5	6	7
			FACILITIES AND EQUIPMENT MANAGEMENT							
Y	N	D	65. Determines the facilities needed, space, and condition.	1	2	3	4	5	6	7
Y	N	D	66. Recommends specifications for facilities and equipment.	1	2	3	4	5	6	7
Y	N	D	67. Analyzes bids and contracts and recommends board action.	1	2	3	4	5	6	7
Y	N	D	68. Conducts land and facility feasibility studies and recommends alternatives.	1	2	3	4	5	6	7
Y	N	D	69. Recommends appropriate architects and supervises architectural work.	1	2	3	4	5	6	7
Y	N	D	70. Develops and utilizes a comprehensive safety program.	1	2	3	4	5	6	7
Y	N	D	71. Develops and implements an equipment and supply inventory system.	1	2	3	4	5	6	7
Y	N	D	72. Establishes a maintenance program for equipment, facilities, and grounds.	1	2	3	4	5	6	7
Y	N	D	73. Develops and supervises procedures for community use of facilities.	1	2	3	4	5	6	7
Y	N	D	74. Develops and operates a building security program.	1	2	3	4	5	6	7
			BUSINESS AND FINANCIAL MANAGEMENT							
Y	N	D	75. Prepares and recommends financial policies.	1	2	3	4	5	6	7
Y	N	D	76. Adapts an appropriate financial accounting system.	1	2	3	4	5	6	7
Y	N	D	77. Prepares and regulates operational, program, and capital improvement budget.	1	2	3	4	5	6	7
Y	N	D	78. Establishes procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collections, etc.	1	2	3	4	5	6	7
Y	N	D	79. Analyzes the cost of operating programs and services.	1	2	3	4	5	6	7
Y	N	D	80. Locates and procures sources of funds for program development and operation.	1	2	3	4	5	6	7
Y	N	D	81. Determines and obtains appropriate insurance coverage.	1	2	3	4	5	6	7
Y	N	D	82. Presents levies and bond issues to voters.	1	2	3	4	5	6	7
Y	N	D	83. Prepares local, state, and federal reports.	1	2	3	4	5	6	7
			AUXILIARY SERVICES MANAGEMENT							
Y	N	D	84. Arranges for student transportation services.	1	2	3	4	5	6	7
Y	N	D	85. Oversees school food services.	1	2	3	4	5	6	7
Y	N	D	86. Arranges for school health services.	1	2	3	4	5	6	7

September, 1978

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

PARALLEL FORM :
SECTION II–GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

IMPORTANT – READ BEFORE YOU BEGIN

PURPOSE AND PROCEDURES

You are being asked to participate in a staff development needs assessment for an administrator in your school system. The administrator who gave you this form has already completed a self-assessment. The staff development needs assessment looks at administrative functioning from a number of perspectives considered important to effective vocational education administration. One of these perspectives is the administrator's operation in what are called general administrative/managerial procedures. Examining these procedures provides a utility index of the individual's general administrative skills and style.

You and two other staff members have been asked to provide a comparative parallel assessment of your administrator because your position allows direct observation of many of his or her administrative responsibilities. *The compiled average rating* from the three parallel assessments will be returned to the administrator. This parallel assessment rating is designed to allow the administrator to compare self perceptions with those of other individuals. The purpose of this needs assessment is to assist the administrator in effectively formulating a personal professional development plan.

Please complete the parallel assessment form by following all directions carefully. *Leave no items blank.* Try to be as objective and unbiased as possible so that the administrator will receive as accurate a parallel assessment as possible. All forms are considered confidential. Use the attached envelope to return the completed form to the Minnesota Research and Development Center (MRDC).

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Code #_____

Administrative Position Title _____

PARALLEL FORM:
SECTION II--GENERAL ADMINISTRATIVE/MANAGERIAL COMPETENCIES

DIRECTIONS: This section deals with how an administrator functions in broad, comprehensive areas of administrative/managerial responsibility. Seven general administrative skill areas have been identified and are thought to influence the completion of a wide range of administrative tasks. Each area is divided into more specific operational statements. Indicate how often you feel the administrator utilizes the operation as he/she works in the respective area by circling the appropriate number on the scale. The number "1" indicates "never" and "7" indicates "always". See the sample item below.

	Operation Utilized
Sample	Never Often Always
When involved in EVALUATING, the administrator: involves effected individuals in the evaluation process.	1 2 (3) 4 5 6 7

	Never Often Always
When involved in DECISION MAKING, the administrator:	
1. identifies the purposes and/or goals served by a particular decision.	1 2 3 4 5 6 7
2. assembles facts, opinions and ideas important to the decision.	1 2 3 4 5 6 7
3. formulates a viable list of alternatives and objectively considers them.	1 2 3 4 5 6 7
4. objectively selects the most promising and appropriate alternatives.	1 2 3 4 5 6 7
When working in an ORGANIZING capacity, the administrator:	
5. provides for an organizational structure appropriate to the situation.	1 2 3 4 5 6 7
6. monitors the effectiveness of an organizational structure in serving its situation.	1 2 3 4 5 6 7
7. recognizes and utilizes the total system of formal organizational structures in the district.	1 2 3 4 5 6 7
8. recognizes and utilizes the total system of informal organizational structures in the district.	1 2 3 4 5 6 7
9. establishes priorities and appropriately allocates time.	1 2 3 4 5 6 7
When involved in PLANNING, the administrator:	
10. defines and clarifies purpose and scope of the operation.	1 2 3 4 5 6 7
11. investigates and addresses factors of possible impact.	1 2 3 4 5 6 7
12. analyzes and forecasts effects of possible courses of action on achievement of purpose.	1 2 3 4 5 6 7
13. effectively utilizes available staff input.	1 2 3 4 5 6 7
14. formally designs a plan consistent with the defined purposes and scope of the operation.	1 2 3 4 5 6 7
In the process of COMMUNICATING, the administrator:	
15. establishes and maintains a sufficient range of communication channels.	1 2 3 4 5 6 7
16. clearly communicates ideas and assignments.	1 2 3 4 5 6 7
17. provides for staff awareness of the school's operation.	1 2 3 4 5 6 7
18. solicits and gives prompt attention to staff ideas and concerns.	1 2 3 4 5 6 7
19. reacts to people with a positive regard for each individual.	1 2 3 4 5 6 7
20. is consistently approachable, accessible, considerate, and courteous.	1 2 3 4 5 6 7
When DELEGATING assignments and responsibility, the administrator:	
21. delegates tasks in a fair and objective manner consistent with organizational needs.	1 2 3 4 5 6 7
22. assigns task responsibility to the most appropriate staff member.	1 2 3 4 5 6 7
23. delegates tasks with communication of expected outcomes.	1 2 3 4 5 6 7
24. delegates tasks with the authority necessary for completion.	1 2 3 4 5 6 7
25. delegates tasks with a provision for feedback concerning quality and completion.	1 2 3 4 5 6 7
In the process of INFLUENCING, the administrator:	
26. utilizes the authority of the position to facilitate rather than impede organizational and staff goals.	1 2 3 4 5 6 7
27. provides for cooperative staff participation in the development of policies and plans.	1 2 3 4 5 6 7
28. effectively encourages stimulating and creative thought.	1 2 3 4 5 6 7
29. utilizes the authority of the position in a consistent manner.	1 2 3 4 5 6 7
30. supports appropriate subordinate decisions.	1 2 3 4 5 6 7
31. tactfully mediates and arbitrates conflicts.	1 2 3 4 5 6 7
When involved with EVALUATING, the administrator:	
32. appropriately selects, defines and delineates the activity or program being evaluated.	1 2 3 4 5 6 7
33. utilizes appropriate evaluation measures and techniques.	1 2 3 4 5 6 7
34. objectively collects data on identified criteria or assumptions.	1 2 3 4 5 6 7
35. involves affected individuals in the evaluation process.	1 2 3 4 5 6 7
36. uses evaluation procedures that are consistent with local, state, and federal policies.	1 2 3 4 5 6 7
37. draws conclusions from analysis and interpretation of pertinent data.	1 2 3 4 5 6 7

PERMISSION

APPENDIX III
FIELD TEST INFORMATION SHEET AND QUESTIONNAIRE

Code #_____

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

Field Test Information Sheet and Questionnaire

Introduction

At the outset, the Minnesota Research and Development Center for Vocational Education (MRDC) would like to thank you for your interest and participation in what we feel is a unique process for identifying vocational education administrator staff development needs. This needs assessment process is an extension of other MRDC research efforts in the area of Vocational Education staff development. Other current and recent projects of the MRDC are directed at designing and testing staff development material for classroom teachers, coordinators, and state planning staffs.

The needs assessment instruments you will be completing were developed over a two year period by MRDC staff and advisory committees drawn from practicing Minnesota vocational education administrators. A pilot test of the materials was conducted in the fall of 1978 utilizing a small group of secondary and post-secondary administrators. The positive results of this pilot test initiated the MRDC publication of a preliminary report on the project and this full-scale field testing.

While needs assessment information is intended for the use of the individual administrators, it's objective collection often requires the input of other staff members. As a participant in this needs assessment process you may be the individual administrator observing yourself or you may be another staff member providing a parallel observation for the administrator. The individual vocational education administrator will be completing three needs assessment sections, staff members providing parallel assessments will be provided with either one or two sections. Following the completion of your section(s), please answer the following questionnaire and return it with the other materials. The assessment forms and this questionnaire are to be considered confidential.

Questionnaire

1. Assessment form you completed (check 1):
   - ☐ Goldenrod (individual form)
   - ☐ Green (parallel form)
   - ☐ Blue (parallel form)

2. Approximate time required to complete your form:
   - ☐ 0-15 minutes
   - ☐ 15-30 minutes
   - ☐ 30-45 minutes
   - ☐ 45+ minutes

(over)

Questionnaire continued

3. Is the PURPOSE AND PROCEDURE preface clear and concise?

☐ Yes

☐ No (please comment)

_____

_____

4. Are the DIRECTIONS clear and unambiguous?

☐ Yes

☐ No (please comment)

_____

_____

5. Drawing from your experience in vocational education, can you suggest any section items that are conspicuously missing?

☐ Yes (please list below)

☐ No

1.

2.

3.

6. Are there any items that you found unclear or ambiguous?

☐ Yes (please list item # and a suggested change)

☐ No

1.

2.

3.

7. Was your role in this needs assessment process clear?

☐ Yes

☐ No (indicate what is unclear)

_____

_____

_____

APPENDIX IV
LETTER EXPLAINING FIELD TEST

UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Education

Minnesota Research and Development Center
Department of Vocational and Technical Education
B12 Fraser Hall
106 Pleasant Street S.E.
Minneapolis, Minnesota 55455

Dear

Thank you for offering to participate in our Vocational Education Administrator Staff Development Project. You will be helping us field test a set of needs assessment instruments and a process designed for administrator staff development. Originally, we wanted to meet with you personally to describe the project and explain the required procedure. Time and travel limitations have forced us to instead contact you by mail.

We are hoping that the enclosed forms and information will adequately describe your role in this field test. The basic procedure is as follows:

1) Carefully read the PURPOSE AND PROCEDURE cover sheet on your self assessment form (goldenrod color).

2) Complete your self assessment form.

3) Fill out one copy of the Field Test Information Sheet and Questionnaire (pink).

4) Mail your self assessment and questionnaire to the Minnesota Research and Development Center in one of the enclosed stamped envelopes.

5) Distribute the parallel assessment forms to your colleagues as outlined in the PURPOSE and PROCEDURE cover sheet. Also, supply each colleague one copy of the "Field Test Information Sheet and Questionnaire" and an MRDC addressed envelope. Instruct each colleague to complete both and mail them directly to the MRDC. Please request that the forms are mailed within the week.

The MRDC will process the information gathered through your self assessment and parallel assessments and return a feedback package directly to you in both summary and specific data form. The feedback information is designed to assist you in pinpointing specific staff development targets and organizing working objectives.

If you have any questions, please contact myself or Steven Frederickson at (612) 373-1021.

Yours truly,

Gary Leske
Project Director

Enclosures

APPENDIX V
SAMPLE DETAILED FEEDBACK DATA

Code #_____

Detailed Feedback Data

SECTION I: ADMINISTRATIVE KNOWLEDGE BASE

Item	Importance to Your Position		Need to Acquire More Knowledge
	Self rating	Average of peers ratings	Self rating
ADMINISTRATION AND MANAGEMENT			
1. Administration and management process	7	6.3	4
2. Administration and management systems theory	4	5.0	2
3. Personnel management and supervision	4	7.0	4
4. Leadership and management styles	7	7.0	4
5. Time management systems	7	6.3	5
PUBLIC EDUCATION PHILOSOPHY			
6. Social foundations of education	1	4.3	1
7. Politics of education	3	4.3	1
8. Values and ethics in education	3	5.3	1
9. Ethnic/sex stereotyping	4	6.0	2
10. Social, psychological, and economical patterns of special	3	4.7	2
VOCATIONAL EDUCATION			
11. Vocational psychology	2	6.3	1
12. Vocational guidance	3	5.3	2
13. History and philosophy of vocational education	3	5.3	1
14. Manpower development programs	4	4.3	3
PUBLIC SCHOOL RULES AND REGULATIONS			
15. Public school finance and economics	4	4.7	3
16. School law and regulations	5	4.7	5
17. Business procedures and accounting systems	4	5.3	4
EDUCATIONAL PSYCHOLOGY AND METHODS			
18. Curriculum development theory	7	6.3	6
19. Learning theory	7	6.3	7
20. Teaching methods	7	6.0	7
21. Instructional systems	7	7.0	7
22. Facilitating change in an institution	7	7.0	7
PUBLIC AND STAFF RELATIONS			
23. Formal communication processes	7	6.3	5
24. Group dynamics	7	7.0	6
25. Interpersonal communication	7	6.3	6
26. School-community relations	5	6.0	5
27. Labor relations and contract management	2	5.7	2
INFORMATION INTERPRETATION AND RESEARCH			
28. Measurement and statistics	2	4.7	1
29. Research procedure and design	2	4.7	1
30. Management information systems	3	5.7	3

SPECIMEN

SECTION II: GENERAL ADMINISTRATIVE/MANAGEMENT PROCEDURES

Item	Utilization	
	Staff Rating	Average of Staff Ratings
When involved in DECISION MAKING, I:		
1. identify the purposes and/or goals served by a particular decision.	6	5.3
2. assemble facts, opinions, and ideas important to the decision.	6	6.0
3. formulate a viable list of alternatives and objectively consider them.	6	4.7
4. select the most promising and appropriate alternative.	5	5.0
When working in an ORGANIZING capacity, I:		
5. provide for an organizational structure appropriate to the situation.	6	4.7
6. monitor the effectiveness of an organizational structure in serving its situation.	5	5.3
7. recognize and utilize the total system of informal organizational structures in the district.	5	5.3
8. recognize and utilize the total system of formal organizational structures in the district.	4	5.0
9. establish priorities and appropriately allocate time.	4	5.0
When involved in PLANNING, I:		
10. define and clarify purpose and scope of the operation.	5	5.0
11. investigate and address factors affecting the achievement of purposes.	5	4.7
12. analyze and forecast effects of possible courses of action on achievement of purposes.	5	4.7
13. effectively utilize available staff input.	5	5.0
14. formally design a plan consistent with the defined purposes and scope of the operation.	6	4.7
In the process of COMMUNICATING, I:		
15. establish and maintain a sufficient range of communication channels.	6	5.3
16. clearly communicate ideas and assignments.	5	6.0
17. provide for staff awareness of the school's operation.	4	5.0
18. solicit and give prompt attention to staff ideas and concerns.	4	4.7
19. react to people with a positive regard for each individual.	5	5.0
20. am consistently approachable, considerate, and courteous.	5	6.0
When DELEGATING assignments and responsibility, I:		
21. delegate tasks in a fair and objective manner consistent with organizational needs.	5	5.3
22. assign task responsibility to the most appropriate staff member.	5	5.7
23. delegate tasks with the specification of expected outcomes.	5	5.7
24. delegate tasks with the authority necessary for completion.	5	5.0
25. delegate tasks with a provision for feedback concerning quality and completion.	5	5.0
In the process of INFLUENCING, I:		
26. utilize the authority of my position to facilitate rather than impede organizational and staff goals.	5	5.3
27. provide for cooperative staff participation in the development of policies and plans.	5	5.3
28. effectively encourage stimulating and creative thought.	5	5.0
29. utilize the authority of my position in a consistent manner.	5	5.3
30. support appropriate subordinate decisions.	5	5.3
31. tactfully mediate and arbitrate conflicts.	5	5.0
When involved with EVALUATING, I:		
32. appropriately select, define, and delineate the activity or program being evaluated.	4	5.7
33. utilize appropriate evaluation measures and techniques.	4	5.7
34. objectively collect data on identified criteria or assumptions.	4	5.3
35. involve staff in the evaluation process.	3	5.7
36. use evaluation procedures that are consistent with local, state, and federal policies.	6	5.7
37. draw conclusions from analysis and interpretation of pertinent data.	4	5.0

SPECIMEN

SECTION III: VOCATIONAL EDUCATION ADMINISTRATION TASKS

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION				
1. Collect and analyze manpower needs assessment data.	Y	D2Y	1	3.3
2. Interpret and apply state and/or federal vocational education legislation.	Y	3Y	2	3.0
3. Utilize federal, state, and district resources in program development and operation.	Y	3Y	4	3.3
4. Develop overall vocational program goals.	Y	2YD	5	3.7
5. Prepare annual and long-range program plans.	Y	3Y	5	3.3
6. Prepare and recommend program policies to the administration and board.	Y	2YN	3	1.0
7. Implement local board and administrative policies.	Y	3Y	2	3.0
8. Design and implement a local program evaluation system.	Y	2YD	5	3.7
9. Write proposals for the funding of new programs and improvement of existing programs.	Y	2YD	5	3.7
10. Coordinate local demonstration, pilot, and exemplary programs.	Y	2YN	5	2.7
11. Conduct local research studies and utilize results in program improvement.	N	2NY	-	2.0
CURRICULUM AND INSTRUCTIONAL MANAGEMENT				
12. Establish and monitor instructional program entry and completion requirements.	D	2YD	4	3.3
13. Coordinate the establishment and enforcement of student rules and policies.	Y	DNY	1	1.3
14. Design and monitor student progress reporting procedures.	D	2DY	4	2.7
15. Establish and implement a curriculum that will achieve the school's instructional goals.	D	3Y	4	3.7
16. Prepare a master schedule of course offerings.	N	DYN	-	2.7
17. Guide staff in selecting and using effective instructional strategies.	Y	3Y	6	3.3
18. Integrate vocational student organization activities into the instructional program.	D	2ND	3	.7
19. Integrate cooperative education programs into the total curriculum.	D	NYD	2	2.3
20. Integrate supplemental/remedial programs into the total curriculum.	D	2DN	2	1.7

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
21. Integrate special needs programs into the total curriculum.	D	2DN	2	1.3
22. Integrate adult/continuing education programs into the total curriculum.	N	2ND	-	.7
23. Utilize community resources in curriculum development.	Y	2YD	4	3.3
24. Coordinate the articulation of secondary and post-secondary vocational programs.	Y	2DN	4	2.0
25. Monitor and approve selection of instructional equipment and materials.	Y	2YD	2	3.3
STUDENT SERVICES				
26. Supervise student recruitment and admission services.	Y	3D	2	4.0
27. Arrange for and monitor student financial aid programs.	N	2DN	-	1.3
28. Monitor student guidance and testing services.	N	3D	-	3.3
29. Monitor student job placement and follow-up services.	Y	3D	2	3.7
30. Monitor extra curricular activities.	N	2DN	-	.7
31. Provide for a student record-keeping system.	N	3D	-	3.3
32. Interpret and apply staff employment laws and regulations.	Y	2YD	1	3.3
PERSONNEL MANAGEMENT				
33. Develop, recommend, and communicate personnel policies.	N	2YN	-	1.3
34. Determine program staffing requirements and establish recruitment procedures.	Y	2YN	3	1.7
35. Participate in negotiating staff working agreements.	N	2ND	-	.7
36. Establish and implement staff grievance procedures.	N	2ND	-	.7
37. Interpret and implement the staff working agreement.	Y	2YN	4	2.0
38. Schedule staff work loads, leaves, vacations, and sabbaticals.	Y	2ND	3	1.3
39. Supervise the work of teachers and other school personnel.	Y	2YD	5	4.3
40. Maintain a staff record-keeping system.	Y	2DN	6	2.0

SPECIMEN

Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
41. Maintain staff communication via meetings, bulletins, and other communications.	Y	3Y	5	3.3
42. Provide guidance to staff on legal matters affecting the school program.	Y	2YN	3	1.3
43. Provide an evaluation system for staff performance and recommend staff promotions and dismissals.	Y	3Y	6	3.7
44. Interpret and apply staff employment laws and regulations.	Y	2YN	1	1.7
STAFF DEVELOPMENT				
45. Assess staff development needs.	Y	3Y	6	3.3
46. Provide for the communication of assessed needs to individual staff members.	Y	3Y	5	3.7
47. Conduct and/or arrange for staff development in-service programs.	Y	2YD	6	4.3
48. Provide and monitor pre-service programs for professional personnel.	Y	YND	6	2.3
49. Evaluate staff development programs.	Y	2YN	6	2.0
PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT				
50. Develop and maintain a professional relationship with other administrators and state department staff.	Y	3Y	3	3.7
51. Participate in professional organizations.	Y	3Y	3	3.3
52. Participate in the development of vocational education legislation and the state plan.	Y	2YN	1	2.0
53. Represent teacher interests and concerns to other administrators and the board.	Y	3Y	3	4.0
54. Use and contribute to professional literature.	Y	3Y	1	3.3
55. Develop a plan for promoting good public relations.	Y	2DY	2	3.7
56. Prepare and recommend public relations and communication policies.	N	3D	-	4.0
57. Develop a procedure to coordinate the use of advisory committees.	Y	3Y	5	3.7
58. Participate in community organizations.	Y	2YN	4	2.0
59. Meet and confer with individuals with vocational programs.	Y	3Y	4	3.0
60. Promote parent and teacher groups.	N	3N	-	.7

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Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
61. Develop and present information and promotional materials/programs.	D	3D	3	3.3
62. Conduct an alumni relations program.	N	2ND	-	.7
63. Secure and evaluate information feedback about vocational programs.	Y	3D	5	3.7
64. Evaluate the school's public relations program.	D	2DY	2	3.7
FACILITIES AND EQUIPMENT MANAGEMENT				
65. Determine the facilities needed, space and condition.	Y	2NY	2	.7
66. Recommend specifications for facilities and equipment.	Y	2YN	2	3.0
67. Analyze bids and contracts and recommend board action.	N	3NY	-	3.3
68. Conduct land and facility feasibility studies and recommend alternatives.	N	3N	-	.0
69. Recommend appropriate architects and supervise architectural work.	N	3N	-	.0
70. Develop and utilize a comprehensive safety program.	Y	2DN	4	3.0
71. Develop and implement an equipment and supply inventory system.	N	2ND	-	1.0
72. Establish a maintenance program for equipment, facilities, and grounds.	N	2DN	-	2.0
73. Develop and supervise procedures for community use of facilities.	N	2ND	-	.7
74. Develop and operate a building security program.	N	2ND	-	.3
BUSINESS AND FINANCIAL MANAGEMENT				
75. Prepare and recommend financial policies.	N	2NY	-	.3
76. Adapt an appropriate financial accounting system.	N	3N	-	.0
77. Prepare and regulate cooperation, program, and capital improvement budget.	Y	2NY	2	1.0
78. Establish procedures for purchases, payments, investments, receiving and shipping, requisitions, fees collection, etc.	N	3N	-	.0
79. Analyze the cost of operating programs and services.	Y	2NY	3	.7
80. Locate and procure sources of funds for program development and operation.	Y	2YN	3	2.3

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Item	Responsibility		Need to Improve	
	Self Rating	Peer Rating	Self Rating	Average of Peer Ratings
81. Determine and obtain appropriate insurance coverage.	N	3N	-	.0
82. Present levies and bond issues to voters.	N	3N	-	.0
83. Prepare local, state, and federal reports.	N	DNY	-	3.0
AUXILIARY SERVICES MANAGEMENT				
84. Arrange for student transportation services.	N	DNY	-	1.3
85. Oversee school food services.	N	ND-	-	2.0
86. Arrange for school health services.	N	ND-	-	.7

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APPENDIX VI
SUMMARY FEEDBACK INFORMATION

Code #_____

Minnesota Research and Development Center
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

STAFF DEVELOPMENT NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION ADMINISTRATORS

FEEDBACK PACKAGE

This feedback package presents the information gathered by your needs assessment instruments in both summary and detailed form. The summary information is presented on a three page fold-out display to provide an opportunity to look for possible relationships among the three assessment sections. Rules used in computation of summary values are on the back of this folder. Detailed data from your needs assessment instruments and Staff Development Planning Sheet are provided as enclosures.

As you study this feedback package, you should:

1) Review the summary feedback information graphs for each assessment area. Remember that the graphs represent categorized information -- the ratings represent a composite of specific items on the needs assessment instruments. The detailed data can be viewed to determine individual item results.

2) Consider as possible high potential personal development needs those specific items listed below the graph for each section.

3) Evaluate the overall agreement of your peers. Causes of substantial differences (or similarities) should be investigated. Explore possible reasons for incongruity, i.e., "Did my associates have adequate information to properly respond to the item?" or "Is the difference the result of a desired administrative procedure?"

4) Look for potential relationships between needs identified in each assessment section because the information is not necessarily mutually exclusive. For example, a need within the knowledge area may be related to a need in the administrative tasks area or a need in general administrative management procedures may relate to a number of needs in the administrator task area.

5) Use the planning sheet to develop a list of your personal staff development objectives and activities.

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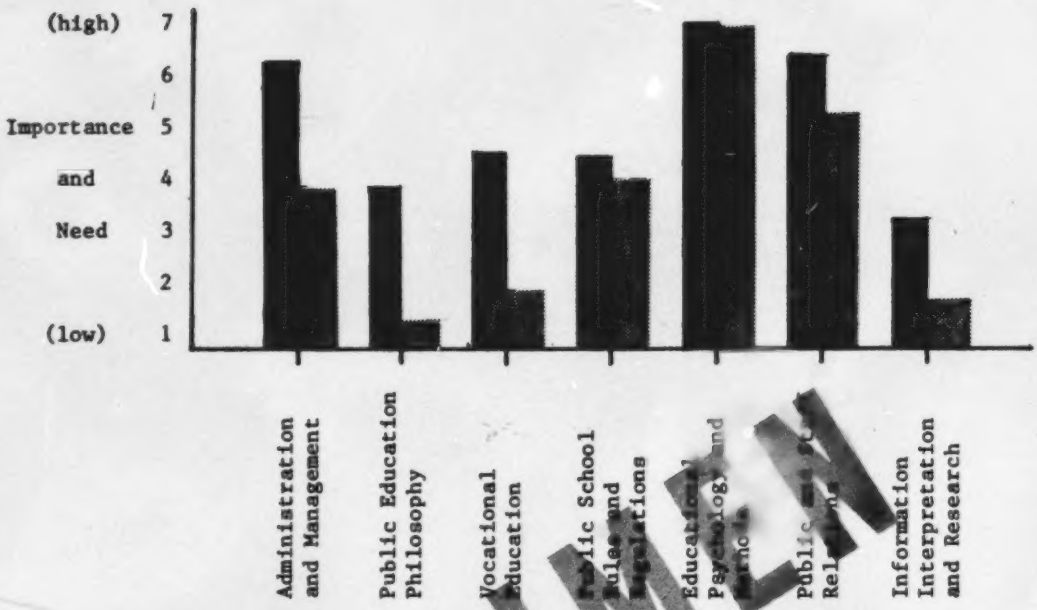
Section I: Administrative Knowledge Base



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KEY: ■ Perceived importance to your position (mean of self and paralleled assessment ratings).

■ Self assessment of need to acquire more knowledge.

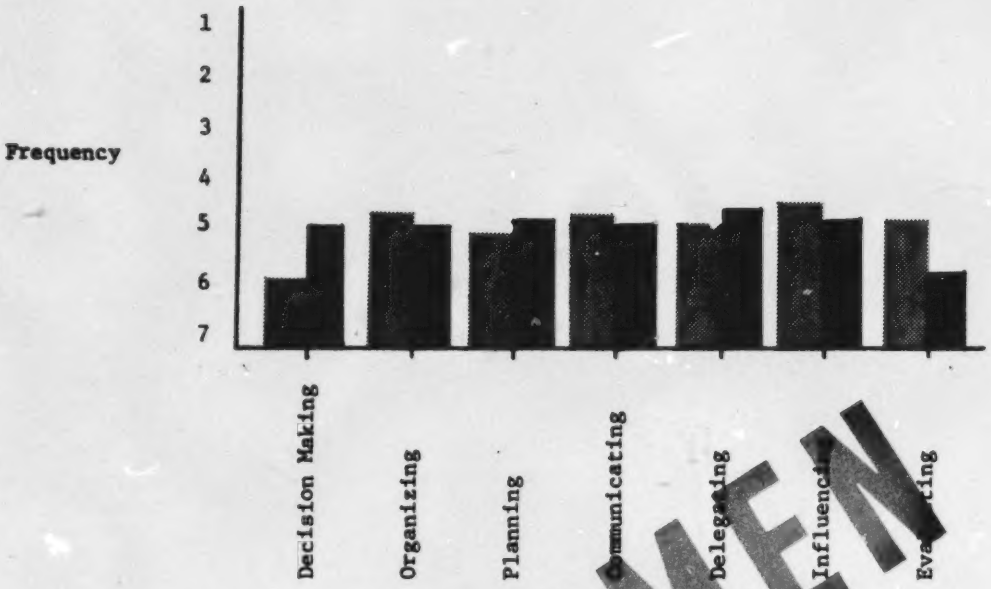
The following 5 specific knowledge items were ranked highest by combined ratings of importance to your position (self & parallel assessment mean) and need to improve.

21. *Instructional systems*
22. *Facilitating change in an institution*
19. *Learning theory*
20. *Teaching methods*
24. *Group dynamics*

The following 5 knowledge items showed the greatest differences of agreement on importance between your self assessment and the parallel assessments.

11. *Vocational psychology*
27. *Labor relations and contract management*
6. *Social foundations of education*
3. *Personnel management and supervision*
28., 29., 30.

Section II: General Administrative/Management Procedures



KEY: ▪ Self rating.

▪ Mean rating of parallel assessments.

NOTE: The vertical scale for this section is inverted to retain format consistency with the other graphs. A low frequency of management operation utilization suggests a possible need area.

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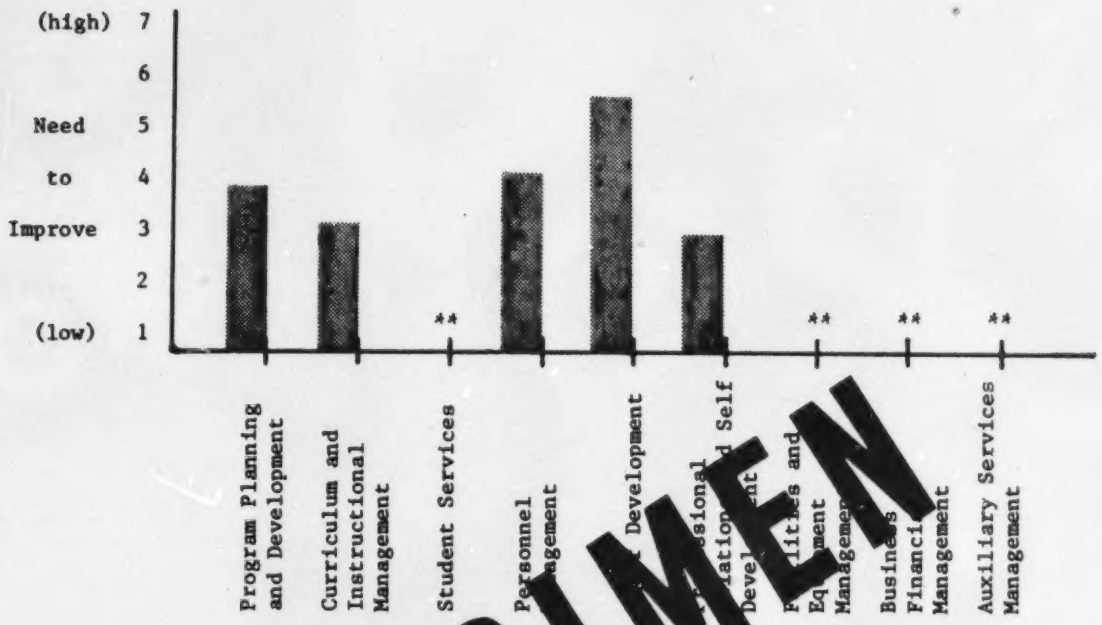
The following 5 items showed the greatest incongruence on specific operations between your self and mean parallel assessment ratings.

36. *Use evaluation procedures that are consistent with local, state policies.*
32. *Appropriately select, define, and delineate the activity or program being evaluated.*
3. *Formulate a viable list of alternatives and objectively consider them.*
5. *Provide for an organizational structure appropriate to the situation.*
14. *Formally design a plan consistent with the defined purposes and scope of the operation.*
34. *Involve staff in the evaluation process.*

Section III: Vocational Education Administration Tasks



KEY: ____ Self rating of need to improve

** A category is reported if a minimum of 1/2 of the specific items were rated as within your responsibility.

The following specific tasks were ranked as greatest need to improve by the combined ratings of your self assessment and the mean of your parallel assessments ratings.

47. *Conduct and/or arrange for staff development in-service programs*
43. *Provide an evaluation system for staff performance and recommend staff promotions and dismissals*
17. *Guide staff in selecting and using effective instructional strategies*
39. *Supervise the work of teachers and other school personnel*
45. *Assess staff development needs.*

The following 5 items reflect the greatest differences in agreement between you and your parallel assessment ratings of task responsibility.

NONE

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APPENDIX VII
SUMMARY FEEDBACK COMPUTATION RULES AND GUIDELINES

55

Summary Feedback Computation Rules and Guidelines

1. Each section on the summary feedback sheet lists specific items in groups of five for your review. These items were selected by looking for a highest computed value first and then listing the subsequent items in decreasing order. If ties resulted in more than five items, the item numbers are presented and will require the user to refer to the detailed data sheet for inspection.

2. The graph summarizing "need to improve" on categorized administrator tasks (Section III) reports a value only if the user rated a minimum of one-half of the categories' specific tasks as under his or her responsibility. The user is directed to the detail data sheet for information on task categories not displayed.

3. Section III includes a listing of differences in agreement on task responsibility. These were drawn from the detailed data sheet task responsiblity ratings where, in most cases, your own rating of whether a task is your responsibility is compared to the ratings of three colleagues. The five tasks listed on your Summary Feedback data sheet were selected and ordered due to major differences in ratings between yourself and parallel assessments. The greatest possible difference is found when you indicate that a task is not your responsiblity (N) but all your parallel assessments indicate that it is (3Y). In identifying the five listed tasks the following possibilities were looked for in order presented.

	Self	-	Parallel assessments
1.	N	-	3Y
2.	Y	-	3N
3.	N	-	2YD
4.	Y	-	2ND
5.	N	-	Y2D
6.	Y	-	N2D

N = No (Task is not rated as within job responsibility)

Y = Yes (Task is rated as within job responsibility)

D = Delegated (Task is rated as delegated to other staff members)

56

APPENDIX VIII

FIELD TEST FEEDBACK AND PROCESS EVALUATION FORM

57

STAFF DEVELOPMENT NEEDS
ASSESSMENT FOR VOCATIONAL
EDUCATION ADMINISTRATORS

Field Test Feedback and Process Evaluation

Please answer the following questions as indicated. Your comments are especially solicited.

Reactions to the Feedback Information and Format:

1) Was the purpose and intent of the summary feedback information clear?
Yes____ No____

Comments:

2) Was the summary feedback's foldout format useful in identifying related needs across the three assessment sections? Yes____ No____

Comments:

3) Were the detailed feedback information sheets clear in their presentation of the data compiled for individual items? Yes____ No____

Comments:

Reactions to the overall staff development process:

4) Do the three assessment sections cover what you feel are "critical" dimensions of vocational education administration? Yes____ No____

Comments:

5) Did the process provide you with clear personal staff development needs and directions? Yes____ No____

Comments:

6) Do you feel that the identified needs are in a language that can be readily transferred to working staff development objectives? Yes___ No____

Comments:

7) Did you feel that the process is time efficient in defining staff development needs. Yes____ No____

Comments:

8) MRDC staff members have suggested that the process be cycled approximately twice a year. Does this time interval seem appropriate? Yes____ No____

Comments:

9) Would you be interested in using this process in an on-going personal staff development scheme? Yes____ No____

Comments